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ABSTRACT

The six case descriptions of adult education programs in Sweden contained in this document are part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet for each program provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The six case descriptions are Basic Education for Adults (Thang); Distance Education at University Level (Willen); Perspective on Municipal Adult Education (Hoghielm); Corporate Classrooms (Abrahamsson); Labor Market Training (Thang); and Popular Education (Arvidsson). In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

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ED311184

WORLD PERSPECTIVE CASE DESCRIPTIONS
ON EDUCATIONAL PROGRAMS FOR ADULTS:
SWEDEN

AUGUST 1989

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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF
EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina	23 - Israel
2 - Australia	24 - Italy
4 - Cameroon	25 - Japan
5 - Canada	26 - Korea, Demo. People's Republic
6 - China	29 - Netherlands
7 - Chile	30 - Nigeria
9 - Czechoslovakia	31 - Norway
13 - Finland	33 - Portugal
15 - Germany, Federal Republic	34 - Saudi Arabia
16 - Ghana	35 - St. Lucia
17 - Greece	36 - Sweden
19 - Hong Kong	37 - Switzerland
20 - Hungary	38 - Tanzania
21 - India	40 - United Kingdom
22 - Ireland	41 - United States
23 - Israel	42 - Union of Soviet Socialist Republics
24 - Italy	45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

- A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.
- B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.
- C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.
- D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).
- E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).
- F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

- G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.
- H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.
- I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.
- J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.
- K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.
- L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.
- M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued collegueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
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CASE DESCRIPTIONS - BY COUNTRY

<u>CODE/ PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>*1A/1-8</u>	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
<u>*1B/1-7</u>		Disadvantaged	Education and Elders	Isabel Hernandez
<u>2A/1-26</u>	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
<u>2B/1-10</u>		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
<u>2C/1-11</u>		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
<u>2D/1-16</u>		Disadvantaged	Community Living Project	Kath Bleechmore
<u>2E/1-12</u>		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
<u>2F/1-9</u>		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Icton
<u>2G/1-15</u>		Disadvantaged	Women's Access Prog.	Helen Lanauze
<u>2H/1-37</u>		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
<u>2J/1-12</u>		Family	Marriage Enrichment	David Kerr
<u>2K/1-22</u>		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
<u>2L/1-9</u>		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
<u>2M/1-15</u>		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
<u>2N/1-9</u>		Leisure	CCE Community Education Program	Bettina Fiegel
<u>2P/1-15</u>		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

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<u>2Q/1-10</u>	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
<u>2R/1-11</u>		Professional, Other	Refresher Ed. for Company Directors	John Brady
<u>2S/1-12</u>		Professional, Other, Family Citizen	Social Developer's Network	Ned Icton
<u>2T/1-6</u>		Professional, Other	Welcare Program	J. A. McDonell
<u>2U/1-5</u>		Professional, Tech.	CPE for Veterinarians	D. Bryden
<u>2V/1-17</u>		Professional, Tech.	Country Pediatric Program	Hank Duyverman
<u>2W/1-27</u>		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
<u>2X/1-11</u>		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
<u>*2Y/1-2</u>		Literacy	Adult Migrant Education	William McGrath
<u>*2Z/1-11</u>		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
<u>4A/1-11</u>	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
<u>4B/1-18</u>		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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<u>5A/1-10</u>	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
<u>5B/1-16</u>		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
<u>5C/1-11</u>		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
<u>5D/1-8</u>		Higher	Distance Ed. at U. Victoria	Margaret Haughey
<u>5E/1-20</u>		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
<u>5F/1-10</u>		Literacy	East End Literacy	Elaine Gaber-Katz
<u>5G/1-45</u>		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
<u>5H/1-22</u>		Other	Residential AE in Canada	Wenda Abel
<u>5J/1-16</u>		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
<u>5K/1-18</u>		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
<u>*5L/1-13</u>		Literacy	International: Literacy and Development	James A. Draper
<u>*7A/1-29</u>	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
<u>*7B/1-12</u>		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
<u>6A/1-18</u>	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
<u>6B/1-25</u>		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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* <u>6C/1-6</u>	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
* <u>6D/1-8</u>		Higher	A University Without Campus	Lin Jun
* <u>6E/1-9</u>		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
* <u>6F/1-40</u>		Overview	Postsecondary Education in China	Dong Mingchuan
* <u>9A/1-34</u>	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
* <u>9B/1-12</u>		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
<u>13A/1-17</u>	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
<u>13B/1-4</u>		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
<u>13C/1-6</u>		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
<u>13D/1-10</u>		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
<u>13E/1-6</u>		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
<u>13F/1-10</u>		Workers	School for Teaching ADP	Markku Suortamo
<u>13G/1-4</u>		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
<u>13H/1-5</u>		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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<u>15B/1-11</u>		Citizen	State Center for Political Ed.	Siegfried Schiele
<u>15C/1-19</u>		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
<u>15D/1-18</u>		Health Family Personal	Adult Ed. Center	Gabriele Werner
<u>15E/1-14</u>		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
<u>15F/1-15</u>		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
<u>15G/1-13</u>		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
<u>15H/1-17</u>		Professional, Other Higher Personal	Courses by Radio	Peter Schmooch
<u>15J/1-17</u>		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
<u>15K/1-11</u>		Secondary	Evening High School	H. Taigel

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<u>15M/1-15</u>		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
<u>15N/1-17</u>		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
<u>*15P/1-11</u>		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrice Klein
<u>16A/1-9</u>	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
<u>16B/1-33</u>		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
<u>*17A/1-18</u>	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
<u>19A/1-6</u>	HONG KONG	Literacy	Literacy Program	Grace Mak
<u>*20A/1-19</u>	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
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<u>21A/1-33</u>	INDIA	Literacy	Literacy Program	R. Jayagopal
<u>21B/1-4</u>		Literacy	Punjab Association	R. Jayagopal

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<u>*21D/1-4</u>		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22A/1-14</u>	IRELAND	Agriculture	Certification in Farming	Michael Hassett
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<u>22C/1-16</u>		Family	Family Life Education Premarriage	Liam McCarthy
<u>22D/1-16</u>		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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<u>22H/1-13</u>		Other	Extra-mural Diplo. Course in Religious Studies	Sr. Benedict Rouine
<u>22J/1-10</u>		Higher Personal Other	Irish Language TV Program	John MacMahon
<u>22K/1-11</u>		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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<u>22M/1-16</u>		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
<u>22N/1-14</u>		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
<u>22P/1-11</u>		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>22Q/1-12</u>		Workers	Diploma in Manag. & Industrial Relations	John Ryan
<u>23A/1-14</u>	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
<u>*23B/1-6</u>		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
<u>24A/1-11</u>	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
<u>24B/1-10</u>		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
<u>24C/1-11</u>		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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<u>24F/1-18</u>		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
<u>24G/1-11</u>		Personal	Provincial Administration of Modena	Vanna Tori
<u>24H/1-6</u>		Personal	University of the Third Age-Orvieto	Lucio del Corno
<u>*24J/1-6</u>		Personal Citizen	Mass Media and Adult Education in Sardinia	Fabio Masala
<u>25A/1-32</u>	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
<u>*25B/1-13</u>		Leisure	Citizen's Learning Network	Miwa Toko
<u>*25C/1-20</u>		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
<u>26A/1-12</u>	KOREA, DPR	Overview Workers	Overview	Nam Jin U
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<u>29B/1-17</u>		Literacy	Study House for Adults	Emmy Wilson
<u>29C/1-18</u>		Literacy	Dutch as a Foreign Language	Emmy Wilson
<u>29D/1-20</u>		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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<u>29E/1-17</u>	NETHERLANDS	Other	Television Academy	Anja Dircken
<u>29F/1-20</u>		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
<u>29G/1-10</u>		Professional, Other	In-service Occupational Training	R. Zuidhoff
<u>29H/1-16</u>		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulse
<u>29J/1-16</u>		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulse
<u>29K/1-19</u>		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
<u>29L/1-19</u>		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
<u>29M/1-13</u>		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
<u>29N/1-9</u>		Professional, Tech.	Practical Neurology	I. W. Dresscher
<u>29P/1-23</u>		Professional, Tech.	Medical Specialists	Bea Oosting
<u>29Q/1-8</u>		Workers	Occupational Retraining in Office Skills	Maatje Balde
<u>*29R/1-28</u>		Literacy	Language School for Refugees	E. Stark
<u>*29S/1-17</u>		Personal	Assertivity Course	G. Nijhof

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*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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<u>36A/1-8</u>	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
<u>36B/1-21</u>		Higher	Distance Education at the Univ. Level	Birgitta Willen
<u>36C/1-10</u>		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
<u>36D/1-13</u>		Workers	Corporate Classrooms	Kenneth Abrahamsson
<u>36E/1-9</u>		Workers	Labor Market Training in Sweden	Per Olof Thang
<u>*36F/1-9</u>		Citizen	Popular Education in Sweden	Lars Arvidsson
<u>*37A/1-8</u>	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
<u>38A/1-25</u>	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
<u>*40A/1-42</u>	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
<u>41A/1-7</u>	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
<u>41A/8-30</u>		Agriculture	Coop. Ext. Service (National)	William M. Rivera
<u>41B/1-16</u>		Citizen	Natl. Issues Forum	Alan B. Knox
<u>41C/1-21</u>		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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<u>41E/1-15</u>		Higher	Indiana U. Independent Study by Correspondence	Frank R. DiSilvestro
<u>41F/1-25</u>		Literacy	Adult Basic Education	Alan B. Knox
<u>41G/1-13</u>		Health	Alcoholics Anonymous	Alan B. Knox
<u>41H/1-28</u>		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
<u>41J/1-11</u>		Workers	Credit Union Staff Development	Alan B. Knox
<u>*41K/1-11</u>		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
<u>*41M/1-11</u>		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
<u>*41N/1-7</u>		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
<u>42A/1-17</u>	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
<u>42B/1-9</u>		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
<u>45A/1-16</u>	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
<u>45B/1-15</u>		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
<u>45C/1-13</u>		Family Health	Nutrition Education	Mara Rupena Osolnik

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<u>45E/1-27</u>		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
<u>45F/1-10</u>		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
<u>45G/1-29</u>		Workers	Dev. of Training in Sava, Kranj	Ema Pec
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<u>4A/1-11</u>	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
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<u>*7A/1-29</u>	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
<u>*7B/1-12</u>	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
<u>15A/1-11</u>	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
<u>22A/1-14</u>	Agriculture	IRELAND	Certification in Farming	Michael Hassett
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<u>*33B/1-27</u>	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
<u>*35A/1-28</u>	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
<u>38A/1-25</u>	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
<u>41A/1-7</u>	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
<u>41A/8-30</u>	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
<u>45A/1-16</u>	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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<u>2Q/1-10</u>	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
<u>2S/1-12</u>	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
<u>5A/1-10</u>	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
<u>5B/1-16</u>	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
<u>15B/1-11</u>	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22B/1-10</u>	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
<u>24B/1-10</u>	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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<u>25A/1-32</u>	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
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<u>41C/1-21</u>	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
<u>23A/1-14</u>	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
<u>*36F/1-9</u>	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
<u>*1B/1-7</u>	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
<u>2C/1-11</u>	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
<u>2D/1-16</u>	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
<u>2F/1-9</u>	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Icton
<u>2G/1-15</u>	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
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<u>15E/1-14</u>	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
<u>29D/1-20</u>	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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<u>2J/1-12</u>	Family	AUSTRALIA	Marriage Enrichment	David Kerr
<u>2S/1-12</u>	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Icton
<u>15A/1-11</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>15C/1-19</u>	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22C/1-16</u>	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
<u>22D/1-16</u>	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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<u>15D/1-18</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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<u>22P/1-11</u>	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>22P/1-11</u>	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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<u>*40A/1-42</u>	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
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<u>45C/1-13</u>	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
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<u>5D/1-8</u>	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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<u>15H/1-17</u>	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
<u>15J/1-17</u>	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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<u>*30C/1-31</u>	Higher	NIGERIA	Remedial Education	J. T. Okedara
<u>31A/1-15</u>	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
<u>36B/1-21</u>	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
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<u>2M/1-15</u>	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
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5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A. Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
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29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
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*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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<u>36A/1-8</u>	Literacy	SWEDEN	Basic Education for Adults In Sweden	Per Olof Thang
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<u>*41K/1-11</u>	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
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<u>45F/1-10</u>	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
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<u>5H/1-22</u>	Other	CANADA	Residential AE in Canada	Wenda Abel
<u>*9B/1-12</u>	Other	CZECHOSLOVAKIA	House of Culture and its Function In Adult Education	Pavel Hartl

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<u>13C/1-6</u>	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
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<u>22F/1-10</u>	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
<u>22H/1-13</u>	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr. Benedict Rouine
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<u>22L/1-24</u>	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
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<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
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<u>29E/1-17</u>	Other	NETHERLANDS	Television Academy	Anja Dircken
<u>29F/1-20</u>	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
<u>29G/1-10</u>	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
<u>*30E/1-28</u>	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
<u>31A/1-15</u>	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
<u>42A/1-17</u>	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
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<u>6A/1-18</u>	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
<u>6B/1-25</u>	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
<u>*6C/1-6</u>	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
<u>*6F/1-40</u>	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
<u>*9A/1-34</u>	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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<u>36C/1-10</u>	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
<u>20/1-10</u>	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
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<u>15D/1-18</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>15E/1-14</u>	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
<u>15H/1-17</u>	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
<u>*15P/1-11</u>	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
<u>*20A/1-19</u>	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
<u>22J/1-10</u>	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
<u>*24J/1-6</u>	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24G/1-11</u>	Personal	ITALY	Provincial Administration of Modena	Vanna Tori
<u>24H/1-6</u>	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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<u>*29T/1-18</u>	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen- van Waard
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<u>2T/1-6</u>	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
<u>2S/1-12</u>	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Icton
<u>13D/1-10</u>	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Iлона Koskela
<u>15H/1-17</u>	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmooch
<u>15J/1-17</u>	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tübingen	Rainer Funke
<u>16A/1-9</u>	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
<u>22B/1-10</u>	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Amateurs	Tom Collins

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<u>45B/1-15</u>	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
<u>45E/1-27</u>	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic

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<u>2V/1-17</u>	Professional, Tech.	AUSTRALIA	Country Pediatric Program	Hank Duyverman
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<u>5K/1-18</u>	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
<u>15F/1-15</u>	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
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<u>15N/1-17</u>	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
<u>29K/1-19</u>	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
<u>29L/1-19</u>	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
<u>29M/1-13</u>	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
<u>29N/1-9</u>	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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2. Check whether this case is based on

() an actual program

() a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

BASIC EDUCATION FOR ADULTS IN SWEDEN

4. Write the type of program, from Section III of the project plan, in which

the program best fits (such as A. Literacy, B. Agriculture, C. Workers,

etc). LITERACY

5. Type of organization with which the case program is associated (such as

Ministry of Agriculture, local school, labor union, university, or clinic).

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description 1980-1986

Per Olof Thång
Department of Education and Educational Research
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BASIC EDUCATION FOR ADULTS IN SWEDEN

In this article the Swedish notation Basic Education for Adults is used synonymously of the Anglo-Saxon notation Adult Basic Education (shortened ABE in the following text).

Content

There are few countries in the world which have such a well developed educational system as there is in Sweden. In spite of this thousands of adults lack the basic skills of reading, writing and arithmetics. From the beginning of the 1970's society has to a further degree paid attention to the existence of adults in Sweden who have such a moderate reading and writing ability that they only passably and with great difficulty can write or piece together disconnected words. We do not know how many people are concerned. Maybe there are a hundred thousand or maybe a couple of hundred thousand adults who cannot fill in a form at the post office or at the bank and who cannot read a newspaper article and who have difficulty in following the action in foreign television films; reading a strip of text on the television screen is an unsuperable effort! (In Sweden all foreign films have subtitles.)

Any person who has passed the age of compulsory school attendance and lacks the middle level abilities of writing, reading and arithmetics, has the right to get a basic adult education. The person who does not have command of Swedish but who has the basic skills of reading and writing in another language does not have the right to ABE. That is what the adult education law from 1985 says. According to this law every municipality is bound to arrange basic education for adults if needed.

Setting

ABE started in Sweden in 1977 and was foregone by a special literacy program for immigrants ten years before. In 1967 a state grant was paid for teaching adult immigrants with a very short formal education or without any schooling at all. In 1969 the target group was expanded and now also included functionally illiterate Swedish born adults.

People in municipal adult education had discovered participants with inadequate reading and writing abilities, who therefore needed training at a level equivalent to ABE.

As a consequence of the participants' work and life situation, a unique admission is applied. Participants can start their education at ABE at any time. This implies that the participants start and finish their education and training continuously.

There are no special syllabuses and time schedules which specify the contents and working order of the education. The training should instead be planned in conference between the teacher and the individual participant from the qualification, the need and the supposed situation of life of each one of them after having finished ABE.

Because of the participants' specific reading disabilities and low achievement level, the classes or groups are very small. In average the classes only consist of five or six participants. Private teaching also occurs.

The subjects vary a lot between different groups of participants depending on the need for knowledge and skills. The most common subjects are reading, writing, arithmetics, social and nature studies. Study visits often occur on the time-table.

The total number of lessons are for every participant maximized to 2,220 hours. The periods per week are restricted to fifteen hours. The intention of limiting the periods per week is to allow the participants to combine the studies at ABE with employment or house-work or other occupation.

Consequently the time schedule is depending on a lot of factors, i. e. resources, the single participant's need for skills and knowledge, work and life situation etc. The participants can study during the day-time, which is the most common or in the evenings, just a few hours a week or up to twenty hours a week. To be allowed to study more than fifteen hours per week, you need the head-master's permission. A very few participants only go for some months at ABE, while others can train for as long as four years.

Most of the teachers are junior or middle level teachers. Nowadays most of them have received in-service training to get the qualifications to teach

illiterate adults. For the immigrants there are sometimes also home-language teachers. A majority of the teachers are women. Some teachers are fully employed at ABE while others work part-time at ABE and part-time at comprehensive schools.

Goals

The general goal of the basic education for adults is to assist people with low levels of literacy to increase their educational level to the equivalent of secondary school students. The aim is also to increase the welfare for culturally underprivileged groups in the Swedish society, i. e. functionally illiterate adults.

The National Board of Education has formulated (supplementary to the municipal adult education curriculum) three main goals for the basic education for adults.

Due to the training the participants should (a) manage their (illegible)
(b) participate in society as complete members, that is to make use of their social rights and (c) develop their personality. Reading and writing abilities are giving an instrumental function.

Participants

During the academic year 1985/86, 20,105 participants took part at ABE. Forty-eight (48) per cent were Swedish born and fifty-two (52) per cent were immigrants. The five most common foreign languages, the Swedish language not taken into consideration, were Finnish (8 %), Arabic (6 %), Spanish (5 %), Turkish (4 %) and Kurdish (3 %). A little more than fifty per cent of the participants were women. ABE is spread differently over the country. It is mostly concentrated to the urban areas. The five largest ABE-municipalities answer for twenty-five per cent of the participants. Most of these are found in Stockholm and in Gothenburg.

The number of participants at ABE is shown in table 1.

Table 1. Participants at ABE.

	Academic year					
	1980/81	81/82	82/83	83/84	84/85	85/86
Partici- pants	8,000	10,200	15,300	17,800	18,400	20,100

Compared to other adult educational organisations, as municipal adult education and labour market training, few people are affected by ABE, but it is an important group from an educational and social point of view.

Which main groups are there at ABE?

There are, somewhat simplified, three "qualifications" for the recruitment

- * immigration
- * unfinished basic education
- * changes in labour market.

Immigration

During the last years immigration has considerably changed character. The immigration of trained labour from non-northern countries has almost ceased. It is principally fugitives and relatives to previous immigrants who now move to Sweden. Within both these groups there is a considerable amount of adults with inadequate reading and writing abilities. Among the immigrants at ABE women are in majority (62%, 1985/86). Most immigrants are older than thirty-five. Many have a short formal education in their home country. About seventy per cent have seven years of schooling or less. A quarter of the women even lack previous schooling. // In order to concretize somewhat, here is a short account of one of the immigrants.

~~This is about one of the immigrants.~~ When José came to ABE in 1983, he had been in Sweden for ten years. At home he had gone to school for two years. Without any schooling in the Swedish language, José attended ABE to the beginning of the spring term in 1984, when he interrupted his studies to go on to a practical vocational course at the municipal adult education. This

is what José says about ABE:

"ABE has meant a lot to me. I have learnt arithmetics and to read, write and speak Swedish. Everyone in my environment is positive to my training. ABE has given me the possibility to go on to the vocational education I hope will give me employment in the same field where I worked before. Without ABE I could never have gone on to the training at the municipal adult education I would very much like to continue to study if my future line of business allows it."

Unfinished Basic Education

Another recruiting group to ABE are young Swedes who for some reason or other have not profited by the education of the compulsory school. People's personal accounts of how it is to have specific reading disabilities, are rendered in an essay from the educational broadcasting called "Who Cannot Read and Write". Disappointment from the early school-days recur in several of the

Criminality, abuse of alcohol or drugs (illegible)
 are usual among the Swedish ABE-participants for whom school became problematic at an early stage in one way or the other. Men are in majority (59%, 1985/86) among the Swedes. It is mostly young men. In comparison with the recruitment to municipal adult education, we find that the relation between men and women in both school-forms is inversely proportional. The explanation is probably that men are over-represented among those in custody and among abusers and addicts. There are also more boys than girls who leave the nine-year compulsory comprehensive school before time or have adjusted course of studies at the senior level. More boys than girls have also specific reading disabilities. Within treatment of offenders ABE is an important instrument in the rehabilitation. A lot points towards this basic training being the absolutely most important therapeutical instrument.

Here is a fragment from one of the narratives:

"Well to start with, I was not moved up to the next form. Maybe I wasn't ready for school but still I felt very unsuccessful. That was how it all started. I just couldn't keep up. Then I was a big mischief and they were against me. I think that was how it was". (29 years of age)

Changes in Labour Market

In Swedish working-life a powerful technological development is in progress. Machines managed by computers are introduced to a larger extent and at a quick pace. Computerization is going on indefatigably. With the introduction of computers the demands for good reading ability ^{may} increase. More and more people will discover along with this development that they are weak readers. People who are since many years well established in the labour market and who lead a solid, ordered and secure life, ^{can} suddenly find themselves in a situation which can upset their existence; an existential threat. In Sweden we look upon it as very important that society and enterprises take their responsibility in training these people in reading and writing abilities.

In a live transmission on TV from a paper pulp factory some year ago, we got a glimpse of some of the consequences of introducing a computerized supervision technique. Computer displays were gradually introduced in different sections. Upon the installation of computer displays, some workers requested a transfer to a not yet computerized section. When the turn came for this section to

(illegible)

was repeated, it was looked into. They found the cause for the transfers to be reading and writing disabilities.

If you are to keep up with working life, it is not enough with relatively good writing and reading abilities. Besides that you also have to train further. ABE becomes for some participants an important part in the recurrent education.

Benefits

A negative result in the basic education for adults is that many participants interrupt their training before the end of the necessary training period. During the academic year of 1984/85 5,273, or thirty per cent, of the participants ^{with a new} interrupted the training. That was eleven per cent higher than the year before. Drop-outs are more common among the younger-participants compared to the older participants. There are many reasons given for the interruption; removal to another part of the country, economical reasons, pregnancy, care of children, an employment (twenty per cent gave this last reason).

From the total of 20,105 participants at ABE in 1985/86, 838 completed their training during that school-year; i. e. only four per cent achieved any major objectives of their own or of the municipal adult education curriculum.

It is sensational that only 4 % of the participants at ABE finish off their training. There are certainly different factors which can explain this.

A commission established in 1986 the fact that additional economical investments must be made by the Swedish society at ABE during the next period of ten years. The commission stressed the importance of basic education for adults for several reasons. One is that basic education for adults is an essential part of the Swedish welfare programme. Another is the introduction of data processing in different occupation areas. This will make it necessary for continuous further training and retraining of people who are using the new technology or in some other way come into contact with it. Good reading and writing skills are fundamental. The dominating industrial view right now in Sweden is "industrial restructuring through industrial renewal and the development and utilisation of new technology" (CERI/OECD, 1986).

The Swedish Government became very observant of the problem of ~~specific~~
(illegible)

education in the beginning of the seventies. They found that ~~xxxxxxx~~
~~xxxxxxx~~ the problem was so pressing that a special educational form was founded in 1977, namely Basic Education for Adults or ABE.

References

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The Swedish welfare state
1985

Face Sheet
World Perspective on Adult Education

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2. Check whether this case is based on

- () an actual program
(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

DISTANCE EDUCATION AT UNIV. LEVEL IN SWEDEN & OTHER NORDIC COUNTRIES

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). G. HIGHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

UNIVERSITY

6. Basic characteristics of service area

- A. _____ geographic size (such as square miles or kilometers)
B. _____ population (number of people living in area)
C. _____ urban/rural (density of population)
D. X nationwide

7. Year(s) covered by the case description 1973-84

36B/1

CONDITIONS FOR DISTANCE EDUCATION AT THE
UNIVERSITY LEVEL IN SWEDEN AND THE OTHER
NORDIC COUNTRIES

Birgitta Willén

From September 1983

36B/2

CONTENTS

1. Higher education in Sweden
2. Distance education in the Nordic countries
3. The basic ideas behind distance education at Swedish universities
4. The scope and general organisation of distance education
5. Concluding discussion

1. Higher education in Sweden

During the last two decades, adult education in Sweden has expanded rapidly. Behind this expansion lie several political initiatives (Prop 1967:85, Prop 1975:23) partly based on the ideal of equality in the field of education (see also Coleman et al 1966, Coleman 1973). During recent years, the compulsory school system has been extended so that, compared to before, everyone has a relatively long basic education. The investment in adult education is partly to provide older generations with the possibility of educating themselves and of supplementing the schooling they received as children. Financial resources have been increased generously. This has led to an increase in the number of participants in adult education and also to several changes in the form of education. In recent years, an important educational goal in Sweden has been to increase accessibility to higher education, making recurrent education available even for employed adults living out of reach of the university towns. Part-time evening classes, decentralized university education and distance education are some of the means of achieving this goal (Dahlöf, Kim & Willén 1978). Therefore the ages of the university students are relatively high. Even though there has long been an adult element in higher education, mainly in the Faculties of Arts and Science and then often compulsory schoolteachers seeking to improve their qualifications, adult students now constitute a new large group. If the aim of recurrent education is fulfilled, this group will provide a considerable flow of students to higher education for many years to come.

A major portion of Swedish undergraduate education is organized into about 100 general study programs established by Parliament. These programs vary in length from 1 to 5 1/2 years. Also, each general study program consists of courses which themselves vary in length. There are also local study programs, which are aimed at local needs and conditions.

Separate single-subject courses are short-cycle study programs designed mainly to meet the need for further education or advanced professional training. Each university decides which courses to offer.

The scope of a given study program is measured using a point system. One point is equivalent to one week of full-time study and 40 points add up to one academic year.

The organization of distance education at university level in Sweden is very different from, for example, the Open University in the United Kingdom (Harry 1981, 1982), which operates according to a central model and makes use of broadcasting (Willén 1975, 1981). The Swedish model is highly decentralized. The responsibility for carrying out distance education rests with the individual university departments, which at the same time organize other forms of university education (see Fig 1).

<u>Student at the university</u>	<u>Student not at the university</u>
- Ordinary day-studies (full degree programs) - Separate single-subject-courses (full-time/part-time) - Evening classes (part-time)	- Decentralized university courses (part-time) - University study circles (part-time) - Distance education (part-time) - Commissioned education

Figure 1: The study-program, which can be offered by a department at a Swedish university.

In essence, Sweden's system has many similarities with the long tradition in Australia (Dahlöf 1977, White 1982). The Swedish model makes use of the existing universities, which in comparison with their British counterparts, have long been relatively open. Distance education is regarded as a supplementary form of study parallel to evening classes and local external courses.

2. Distance education in the Nordic countries

In the Nordic countries, Denmark, Finland, Norway and Sweden, there has been an expanded offer of distance courses during the last few years. Finland started first in 1972, Sweden in 1973, Norway in 1975 and Denmark in 1982 (Willén 1983).

In an international perspective it is confusing and extremely interesting to find that the Nordic countries have chosen the same basic model for distance education, a decentralized one, independently of each other.

When discussing distance education at university level with people from these countries it seems clear that there is a similarity in values and understanding about the nature and realization of higher education.

There are of course also similarities between these countries in geographical, demographical, economical, historical and political ways.

But I will also point out that there are variations between the Nordic countries, and that they seem to make a difference in the the distance model both in a quantitative and qualitative way, but without changing the basic structure. Take as an example Norway and Sweden and you will find out that Sweden has a much larger number of distance courses than Norway, where the number of distance courses has almost not expanded at all. I think the explanation is at least twofold. In Norway they have their district colleges, which gives a lot of people the possibility to study.

Furthermore, in Norway the inhabitants are not spread out over the country in the same way as in Sweden. So it is easy to see that the need of distance courses can be lower in Norway than in Sweden.

The rules for admission to the university are also very different in these four countries. In Sweden almost the whole university has opened its doors for the adult students, which means that they during their study time are not dependent of only one study form. In other Nordic countries there are different admission rules for distance courses compared to the "traditional" university education.

However, the differences treated above between the Nordic countries have not given rise to any important differences in the basic models for distance education at the level of higher education.

3. The basic ideas behind distance education at Swedish universities.

Distance education at the Swedish universities began in the academic year 1973-74. Before experimental activities were commenced, certain guidelines were issued by UKA (1973):

"The exact form of the experimental activities will depend on the particular provisions that can be made by the participating educational establishments and institutions. It is, however, possible to give some general indications as to how the intended experimental activities may be planned and organized. These include:

- a drastic reduction in the amount of oral teaching (compared with traditional university teaching);
- a concentration of oral teaching on shorter, clearly defined, periods;
- that participants will mainly pursue their studies individually at home;
- that one or more methods will be tested to bridge the physical distance between students and teacher (during periods without oral teaching);
- that the educational establishments assume the responsibility for organizing and implementing instruction: (UKA 1973, p. 1).

Perhaps I should point out that there were different motives for starting distance education and two other projects proposed by U68. These motives have varied from time to time. Then U68 first proposed the experimental activity in 1968, means were being sought to relieve the pressure on the universities caused by a large increase in the intake of students over the previous years (SCB 1974a, b). When distance education started in 1973, the situation was reversed. The intake of students had decreased rapidly and many departments had enormous problems with surplus capacity (UKA 1970, 1971, 1972). One of the burning questions became how to recruit new students groups. It is possible that distance education would not have met with the same enthusiasm on the part of the departments, had the problem of declining student numbers not existed.

Concomitant with the experimental activities with distance education in Sweden, the Committee for Television and Radio in Education (the TRU-committee) was given the task of proposing general models for the organization of distance education in Sweden. A special working-group was appointed, which after reviewing international experience, put forward a number of models varying in the amount of central administration (SOU 1975:72). Dahllöf (1976, 1977; Dahllöf & Willén 1981) has pointed out that the description of the international scene given by the working-group, is characterized by an obvious information bias in favour of a system based on radio and television. I should like to point out that the working-group of the TRU-Committee did

not themselves speak in favour of any particular one of the suggested models.

4. The scope and general organization of distance education

The main pedagogical idea behind the experimental activities with distance education was to test different methods of teaching students, who can come to the educational establishment for short periods only. It was a question of finding pedagogical methods which allow instruction and studies to function at a distance from the university. The universities were intended to implement distance education. They were responsible for subject content and the customary planning of courses, as well as creating and using special methods for distance education.

The courses are offered at a "slow pace", which means that one semester's standard course is offered over two semesters.

The distance program is based mainly on self-studies as are traditional university studies in general. It is important to know that the same textbooks are used as in the ordinary university courses and that the same examinations are held both with regard to form and content. Supplementary material consists mainly of written study guides and assignments which are sent in to the university at regular intervals.

In order to overcome distance and to increase teacher-student contact, residential schools, the telephone service and audio-cassettes are used.

The telephone service consists of the head teacher or the tutor setting aside certain hours of the week when students can make a short call. The teacher then calls back at the expense of the university.

The experimental activities with distance education were initiated in the autumn term of 1973 with seven courses. Thereafter, the activities expanded rapidly (see Fig. 2). In the last few years some study programs have also been offered. Uppsala University has also offered distance courses to Swedish people living abroad.

Number of
courses

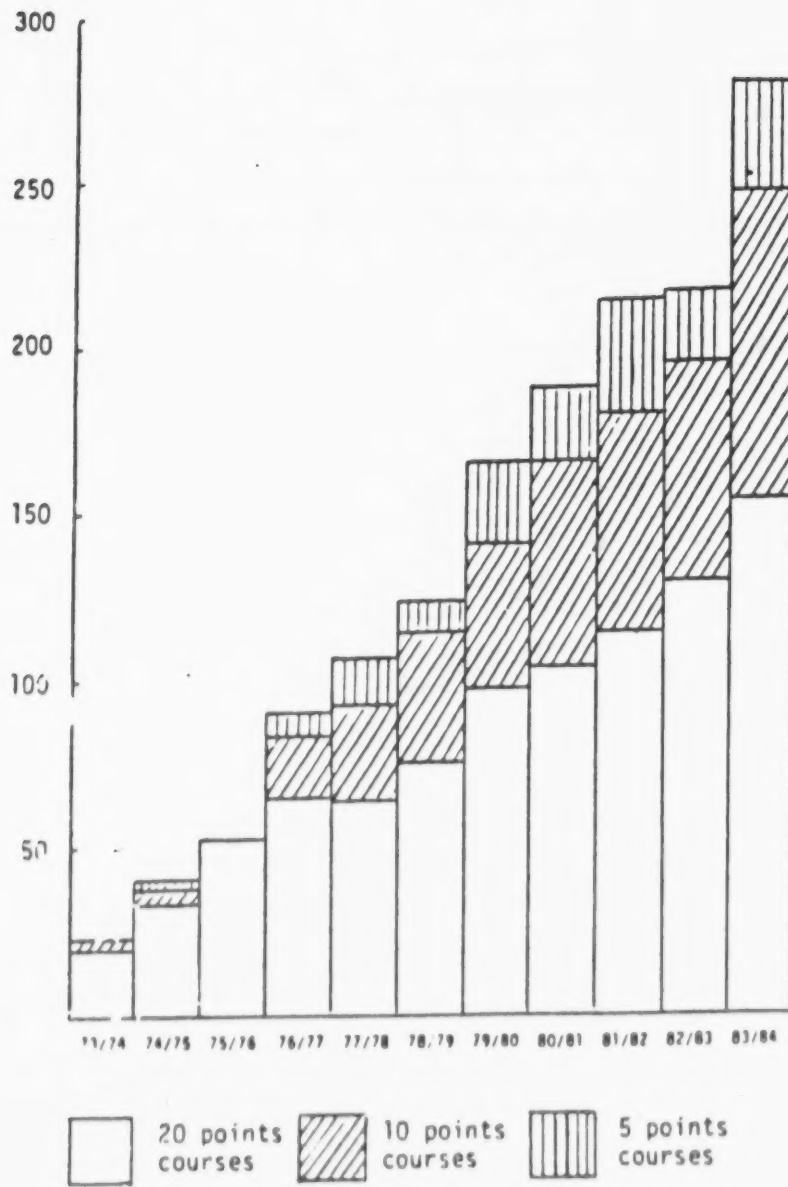


Figure 2. The distance courses offered at Swedish universities between the academic year 1973/75 and 1983/84.

The experimental activities with distance education, took place before the 1977 Reform of Higher Education, and were part of the preparations for this reform. The responsibility for higher distance education during the experimental period was in the hands of the Office of the Chancellor of the Universities but after the 1977 Reform it was transferred to the newly established six Regional Boards (see fig. 3).

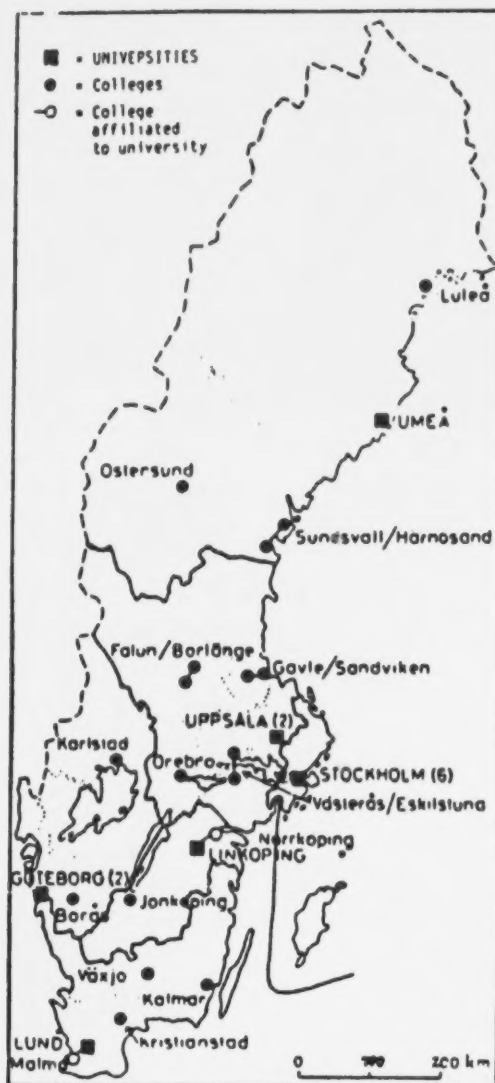


Figure 3: Regions of higher education, universities and colleges in Sweden 1977. (Source: Willén 1981, p. 18, Fig. 1.1).

As you can see in fig. 4 there is a great difference between the regions regarding the number of distance courses offered during the past eleven years. Umeå and Uppsala have for the whole period, offered more courses than the other universities put together and this is surely due to the fact that these two universities serve people living in the most sparsely populated areas of the country. The interest in distance education seems also to have been much higher at these universities.

Stockholm University started distance education very late, in the academic year 1979/80. They operate a special model, as most of their students come from the area around Stockholm. The distance courses at Stockholm University have usually more face-to-face meetings than those at other universities, and as a result of this the tutors report that the students do not use the telephone service as often.

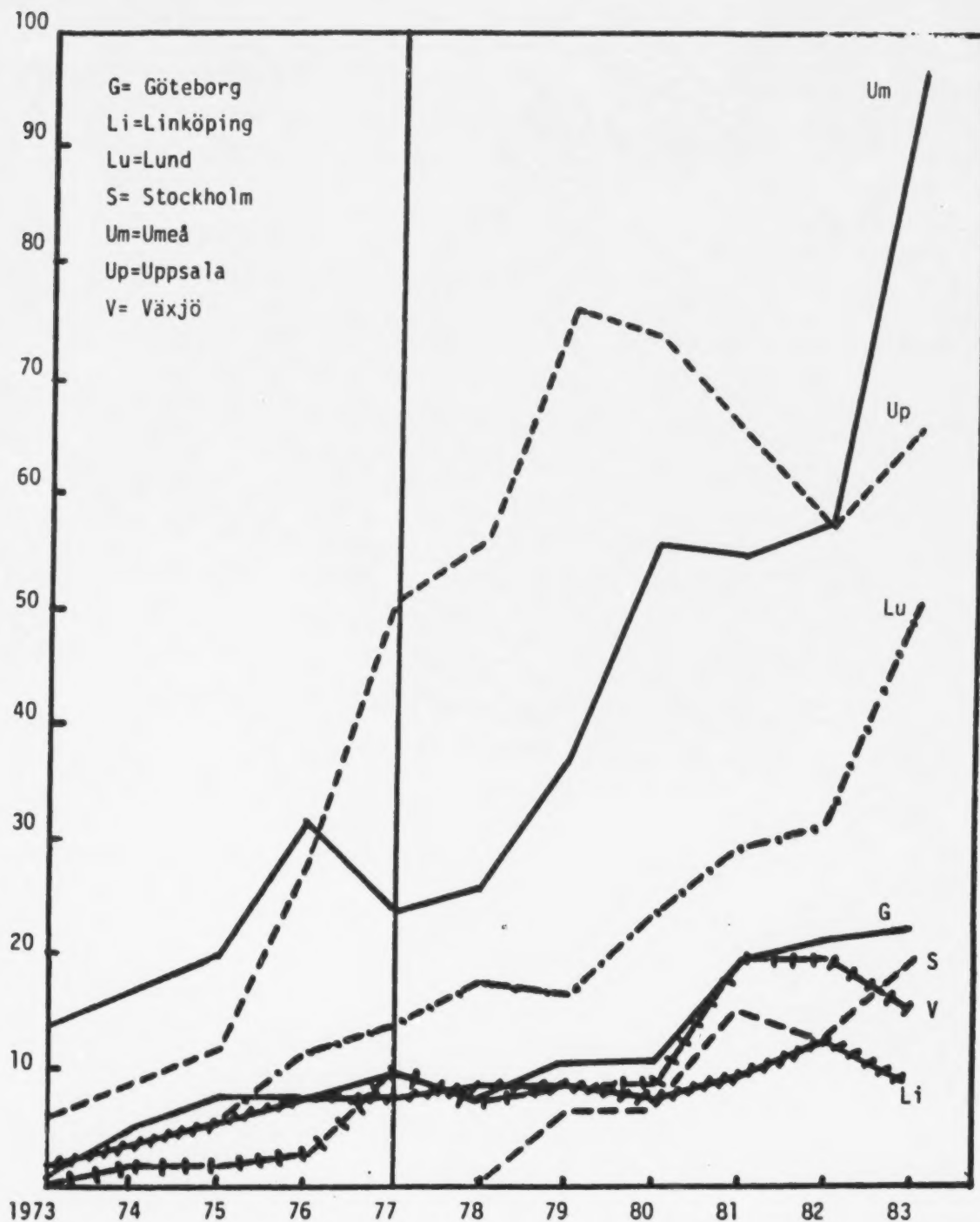


Figure 4: The distribution of subjects during the period 1973/74 to 1983/84, divided into university areas.

In figure 5 the distance courses are divided into subject groups. During the experimental period language and natural subjects were offered to a larger extent than subjects from other areas. When the Regional Boards had to decide which courses to offer the picture changed a little and social science courses became most favoured. A relatively new subject area is computer science, which started as a distance course at Uppsala University.

It should be observed that figure 5 only contains the most frequent subject groups. Distance courses are offered also in forestry, health-care, journalism, law, teacher-training, technology and theology.

Number of
courses

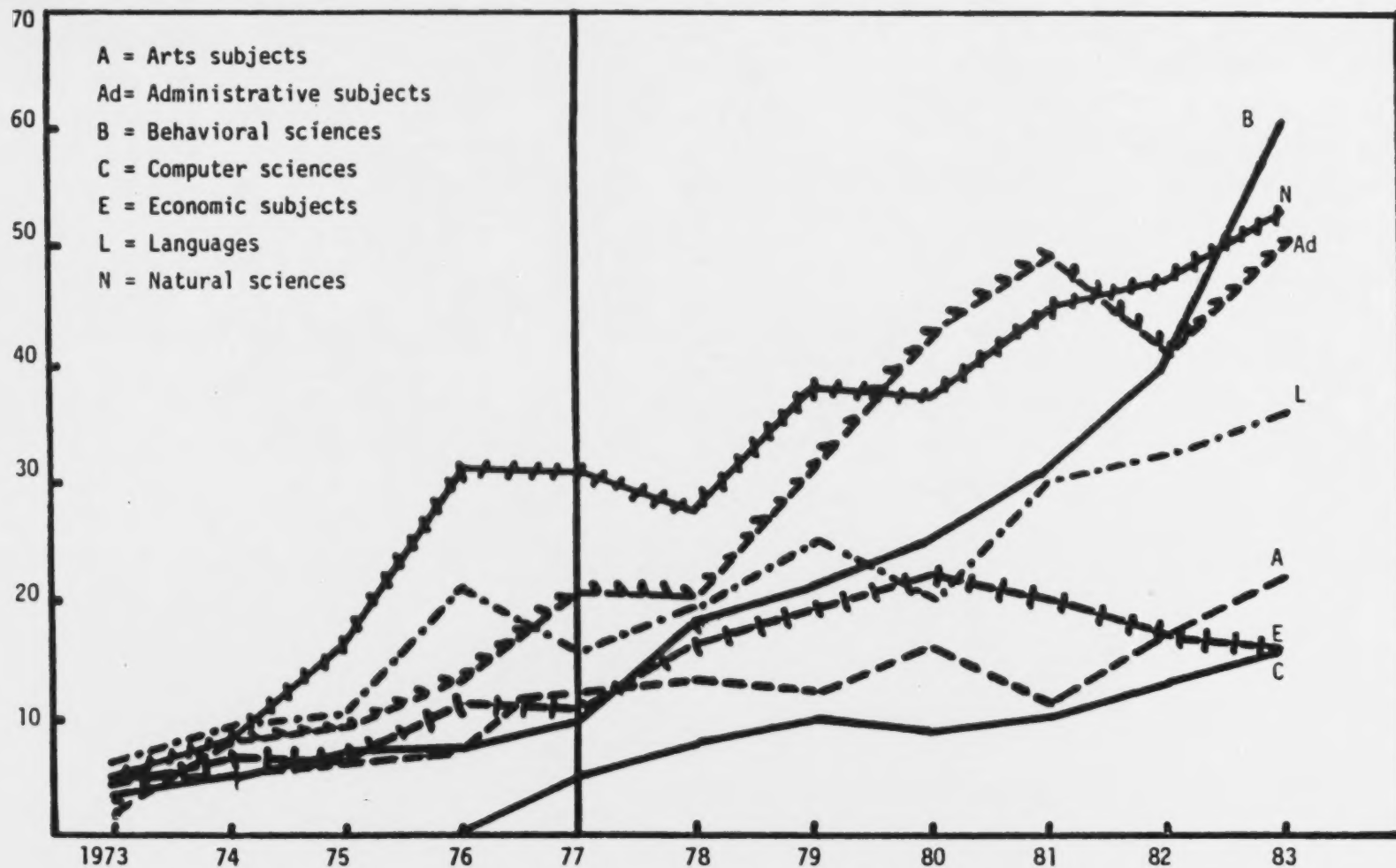


Figure 5: The distribution of the most frequent subject groups

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An evaluation study of the distance education courses was undertaken for all universities and some of the results will be presented here (Willm 1978, 1981a,b).

The main findings include a very high degree of satisfaction among the participants and the study results were surprisingly high. This was despite the fact that the majority of the participants kept a full-time job in addition to their studies.

It is important to notice that more than three quarters of the students considered the meetings at the university to have been valuable. Those with less prior education appreciated the meetings more than those with a higher educational background.

One of the most important distance bridging aids was the telephone and the evaluation showed that there was a marked need for components with a "feedback" effect, such as the telephone, letters, study-circles and meetings at the university. The students were less interested in TV and radio.

5. Concluding discussion

In the evaluation study referred to above it was clear that the target group for distance education in Sweden is very heterogeneous and this is surely the same at distance education universities in other countries.

So I want to emphasize the importance of noting meaningful differences between the student sub-groups, especially when a systematic trend is obvious (cf. Zelan & Gardner 1975, Chesson & MacDonald 1978, Cross 1978).

In the current literature in this area, there is a tendency to characterize distance students as though they were a homogenous group and this can be used to support the theory of the independent and autonomous learner (Holmberg 1980, Moore 1972, 1973, 1975, Wedemayer 1976, 1978). According to Moore, independent learning or teaching is an educational system in which the learner is autonomous, and ~~separated~~ from his teacher by space and time, so that communication is by print, electronic means, or some other non-human medium and the autonomous student is described as a person who knows how to proceed through each of the learning events.

The opinion that the majority of distance students are autonomous, and for.

the investigations which have been carried out. On the contrary, it often proves to be practical reasons which have driven the student to choose this form of education. My evaluation also clearly shows that most of the students had no choice, as no other form of education was available in the place where they lived, or that it was impossible for them to participate in any other form of education for family or occupational reasons.

My data shows that distance students at the university do not constitute any special group compared to other adult students at the university. The extension of this discussion, suggests that it could be harmful for students if one were to hypothesize that students are autonomous learners who know to proceed through each of the learning events. Such an opinion could be misused, so that the planner and the teacher do not take the needs and capabilities of the students seriously enough when organizing education. O'Donnell & Daniel (1979) have also pointed out that the first myth about the adult student which must be dispersed is "that adults neither want or need help in setting goals, planning programs, defining objectives or sharpening learning skills. Experience, the great teacher will ensure these steps occur" (ibid, p. 6, see also Daniel & Shale 1979). Houle (1964) expressed similar thoughts as far as the problem of drop-outs was concerned, namely that many adults do not know how to learn and therefore need much help at the beginning of their studies. Many investigations show that students who choose distance education are dependent on being able to be flexible in their studies (Zelan & Gardner 1975), De Goede & Hoksbergen 1978, McIntosh 1978, McIntosh & Woodly 1978, Fenster 1979, Hall & Palolo 1979, Kaye & Rumble 1979).

I will here stress very hard upon the fact that there is a large variation in students' ability to cope with the study material (see e.g. Marton & Willén 1972) and also "that there are distinctive differences between people in terms of their subjective conceptions of learning" (Säljö 1979, p. 443, see also Marton 1979, Marton & Svensson 1982). Therefore it is very important to accept the fact that different students need different structures and different supportive measure. These measures must be set in quickly. The problem also arises at completely different points in time as the student's possibilities of studying are limited by other activities concerning e.g. work and the family (cf. Cain 1979). Kelly (1981) has found the same demand of contact among the students at the Open University in England. Thus, it is a question of the individualization of teaching and I would like to

make it clear that this need cannot be met by TV or radio programmes, however, excellent they may be (cf. Bates & Pugh 1975, Bates & Callagher 1975).

In the decentralized Swedish model the contact between student and teacher is central. Meeting at the university and the telephone have been the main methods of establishing contact. This is also the most common method e.g. in Australia (Debham 1976, Mitchell 1975, 1978, Lavery 1980) and Finland (Kirkinen 1979, Kommittérapport 1975:28, 1981:36).

The conclusions may be that effective personal counselling plays a central part in the study situation specially at university level (cf. also North-edge 1975, Simpson 1977, Lefrance 1979, 1982, O'Donnell & Daniel 1979, Bartels 1982, Säljö 1982).

However it is obvious that the decentralized model used in Sweden and Australia has certain advantages which should not be overlooked.

- The contact - feedback - between student and teacher is simple and uncomplicated.
- The student has often one teacher during the entire period of the course, whom he or she can contact by telephone or during the meetings at the university regarding all types of problems.
- The students have the possibility to choose different educational forms at the university at different points in time, and indeed, they do so.
- The distance courses are identical regarding content and pass requirements, with the courses taken by full-time regular students.
- It is cheap!
- The model provides a framework within which there are excellent possibilities of individualizing and differentiating education.
- The drop-out rate seems not to be higher than among the ordinary university students and the pass-rates are extremely good.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name ROBERT HÖGHIELM Phone number 08-22-16 80
Organization STOCKHOLM INSTITUTE OF EDUCATION
Street Address BOX 34103
City or Town S-100 26 STOCKHOLM State or Province _____
Nation SWEDEN

2. Check whether this case is based on

() an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

A PERSPECTIVE ON MUNICIPAL ADULT EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). N. OVERVIEW ; F. SECONDARY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

GOV'T COMMISSION

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description 1967- 1987

Robert Höghielm
Stockholm Institute of Education

A PERSPECTIVE ON MUNICIPAL ADULT EDUCATION.

Background

To use education as a way to develop and change the society is relatively a new idea. The pedagogical history of ideology shows us that education for a very long time was given the role to keep and consolidate the established society. When Sweden became industrialised -together with a general optimistic view on development -the idea gradually emerged that the society would benefit more if knowledge was provided in a efficient way but provide it to as many groups as possible in the society. That spirit was behind the "educational progressivism" which colored the Swedish educational reforms after 1945. Also the field of adult education was included in that philosophy. The study circle organizations got 50% of their costs covered by the State in 1947. Before that time they had to rely on their relationships with different people's movements. As a matter of fact it was an important step by the State to start to integrate values which previously had characterized many of the Swedish People's movements (religious-, temperance- and workers movements). Generally it is now more than 15 years ago since adult education became a central question in the country's educational policy. During this period adult educational reforms have been carried out in different ways.

Together with health care and social welfare the educational sector became a fundamental part in the society's efforts to try to create the Swedish Welfare State during the post-war era of the second world war. It is necessary to consider all measures which were taken in the whole educational context when studying Swedish adult education during this period.

The proposals put forward by the 1960 Upper Secondary Schools Commission on the subject of adult education resulted in a Government Bill (Prop 1967:85) establishing municipal adult education (komvux) as a form of adult education in its own right,

superseding the various forms of credential adult education which had existed until then. The overriding aim was to stimulate the ongoing development of the Swedish economy. Komvux was regarded as a form of retraining and subsequent education, though there was also felt to be scope for activities catering for individual and preferences regarding wider educational opportunities within a more general educational framework based on youth education syllabi. It was emphasised that the methods of adult education would have to be shaped according to the educational aptitudes of the adult students themselves. Another explicit precondition was that of "fruitful co-operation" between representatives of different forms of adult education. It is fair to say that the reform Bill was influenced by a determination to make the expansion of adult education as economical as possible. No permanent teaching appointments were proposed, and syllabi were to be more concentrated than those of the then existing State-subsidised evening schools. Finally, no overriding objectives were laid down for adult education.

The reform was critically received, above all by the large trade unions, especially those affiliated to LO (The Blue Colour Union Confederation). The original reform was felt to have made too little provision for equality aspects). This prompted a series of reforms of adult education during the 1970s. The equality principle was endorsed, in responses to LO's criticism, in the Government Bill of 1970 (Prop 1970:35). Adult education now acquired a more ideological *raison d'être*, being regarded as an important means of transforming existing society. Reference was also made to the crucial influence of adult education on the social and economic living standards of the individual, his job satisfaction and his prospects of exerting influence at work.

Thus it was not the adult education mandators who demanded that adult education should be used as a means of achieving social change. Instead the new role of adult education as a policy instrument came to be ascribed to activities on the part of the trade unions.

The period ending in 1975 concluded with a voluminous Government Bill (1975:23) concerning wider adult education opportunities and study assistance for adults. This can also be said to mark the conclusion of the more wide ranging reforms of the decade. It can be regarded as the termination of more

extensive adult educational reforms in Sweden. The Government Bills introduced in the second half of the 1970's were mainly concerned with consolidating previous achievements and then with the beginnings of a general retrenchment, starting with a reduction of the growth rate. One can probably only expect minor adjustments of the frame work in the end of the 1980's.

Government Bill Prop. 1975:23 states that the future reform of adult education must be viewed as a staging post on the way to recurrent education. Substantial improvements are proposed in student benefits for adults, as well as special measures to activate the under-educated. The Minister introducing the Bill also proposed special study assistance for adults engaged in short-cycle studies. Two forms of support were to be introduced, known respectively as hourly and daily study assistance. During an initial, build-up phase, these were to be reserved for students attending study circles and subject courses at folk high schools. Finally the Bill called for the establishment of a special adult education committee in each county.

To summarize : The two main objectives of all Swedish adult education are :

#redistributive, i.e. to use adult education for equalization of the Swedish society

#service political, i.e. to provide the labour market with well-educated workers but also respond to the individual's educational needs.

The adult educational scene can also be characterized as a struggle between these two objectives. The situation in Sweden today is that the allocation policy is implemented through two different but somewhat related systems. One part of the adult education is completely in the power of the public authorities. The other part, the popular adult education, which could be seen as a competing culture is connected with the official system through the subsidy system.

To give a general overview of recruitment to adult education in Sweden following table 1 makes a comparison between different adult educational providers.

Table 1. Participants of different adult educational providers.(%)

Year	74	75	76	77	78	79	80/81	82/83
Provider:								
Study circles	11.3	13.3	15.8	15.1	16.0	15.6	16.9	15.7
Trade Unions	1.1	1.5	2.2	3.1	3.5	3.6	3.2	4.3
Vocational								
Training Courses	1.1	1.1	1.0	1.3	1.7	1.4	1.6	0.9
Folk High School	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.5
Komvux	1.4	1.5	1.6	1.7	2.3	1.9	2.1	2.5
University	1.5	2.2	1.9	1.7	1.7	2.2	2.7	3.6
Employer	6.1	5.3	7.9	8.4	8.6	9.5	9.2	14.0
All	28.2	30.0	33.8	32.5	33.8	35.4	36.4	40.8
Number of								
Individuals								
age:18-74								
(in Millions)	5.53	5.48	5.52	5.56	5.57	5.59	5.68	5.74

Komvux

Municipal adult education (KOMVUX) is a form of education which came late in Sweden (1967) and has expanded rapidly. It is completely operated by public authorities but the whole idea to provide competence giving adult education was first actualized by a study circle organisation in 1953. They became known as evening high schools (i.e. the precursors of komvux). Not until in 1967 did the communities took over all responsibilities when the already mentioned bill (Prop 1967:85) was passed in the Parliament.

In 1964 there were about 10.000 students attending evening high schools, not including vocational school students. By 1974 the number of students taking corresponding komvux courses had risen to 75.000, and the komvux population remained more or less constant at this level throughout the 1970s. These figures refer to students at elementary and upper secondary school levels (the latter comprising 3- and 4-year lines of study). The expansion was made possible by a deliberate definition of priorities in adult education policy.

A key question in all kind of adult education is the process of

A key question in all kind of adult education is the process of instruction. My own empirical studies on the process of instruction in komvux (1978-1982) showed following main results: (The results are based on 240 classroom-observations, 30 tape-recorded lessons, a great number questionnaires et)

Most of all komvux teachers teaching mathematics and swedish at compulsory school level during the school year concerned were not working in accordance with the teaching ideals formulated by the andragogists, i.e. ideals officially recommended by the Government and Parliament.

Komvux teaching, clearly, is more dominated by the transmission of facts than youth education, at least where compulsory school courses are concerned. In actual fact the teachers played the part of living textbooks. Moreover, as has already been observed, statements of fact by the participants are confined to a small number of very active participants who display "teacher behaviour". With the exception of these active participants, one finds no sign whatsoever of the andragogical spirit which ought to permeate teaching. Putting it rather drastically, one could say that teaching in a more andragogical spirit is made feasible by the existence in every class of a small active group which could function, for example as teacher assistants. The question is whether it is practically possible for teaching to be permeated by the andragogical ideals (Höghi, 1985).

One important task for komvux is service political which means to provide the labour market with well-educated employees. A central issue becomes in what extent komvux is used as a platform for higher education. I have had the opportunity to check what happened with those students who for the first time were registered in komvux in 1980 (considering the short-come with the registers) and how many were found at university or higher post-secondary education four years later (period 1980-1985). Following table 2 shows the results. I also have a more precise information available about a sample of komvux students who for the first time had started komvux -studies fall 1980. For those students (approx.5000) there existed a complete previous information. The rate of men and women who had taken university or higher post-secondary education before fall 1980 were highest among previous evening komvux students. The situation was

More previous day-time komvux-students started higher education from that time.

Table 2 New students (previous komvux-students) for the first time found at university or higher post-secondary education, considering sex. (% , N=71 055).

	Men	Women	Total	Percent	Sum %
1980/81	496	844	1340	1,9	-
1981/82	1022	1565	2587	3,6	5,5
1982/83	884	1344	2228	3,1	8,7
1983/84	627	1051	1678	2,4	11,0
1984/85	479	721	1200	1,7	12,7
fall 1985	209	410	619	0,9	13,6
Total Number= 9652					

I had a more precise information available about my sample of komvux students who for the first time had started komvux - studies fall 1980. For those students (approx.5000) there existed a complete previous information for the period fall 1977 until spring 1980. Following table 3 shows how many men and women who had taken day/evening komvux-courses were found at university or higher post-secondary education.

Table 3 Previous day/evening komvux-participants who were found at university or higher post-secondary education (% , Weighted N=67 272)

	Day		Evening	
	Men	Women	Men	Women
No Higher Ed	67,1	76,0	72,9	70,7
Higher Ed. b.fall 1980	14,1	8,3	16,1	18,6
Higher Ed. fr. fall 1980	18,8	15,7	11,0	10,7
	100,0	100,0	100,0	100,0

The rate of men and women who had taken university or higher post-secondary education before fall 1980 were highest among

previous evening komvux students. The situation was different for those entering higher education beginning fall 1980. More previous day-time komvux-students started higher education from that time (Höghielm, 1987).

I also found -not surprisingly- that komvux participants with previous formal secondary education to a greater extent went to higher education beginning fall 1980. Finally I shall present a table 4 showing what kind of higher education our komvux-student chooses when entering university or higher post-secondary education, considering previous level of komvux studies.

Table 4 Studies at university or higher post-secondary education considering previous komvux level of courses.(%, Weighted N= 9230)

Level of Higher Education:

	Univ. 120p ≥	Univ. 0-119p ≤	Single Courses	Community Health	Other	Sum %
Correspond. Level at Komvux:						
Compul- sory	23,9	15,3	34,3	21,1	5,4	100
2year theoret.	31,9	28,3	20,7	10,0	9,2	100
3-4year theoret.	33,7	10,5	49,5	2,6	3,6	100
Vocatio- nal	21,8	15,5	50,3	5,4	7,0	100

Most of the previous komvux participants go to single courses provided by universities and other providers of higher education. The only exception are those who only took corresponding 2 year theoretical komvux courses - to greater amount did they go to longer

retical komvux courses - to greater amount did they go to longer state university courses (120 points or more). You should perhaps have expected to find more participants at the 120 point university courses who previously had taken corresponding 3-4 year theoretical komvux courses . These university courses normally demand students with a good theoretical background.

Women have dominated komvux since the start 1967 . Of interest to mention here is that they go to higher education at the same high rate as they are present in komvux.

The Future

This short overview of komvux (municipal adult education) has showed that it is a competence giving adult education with many faces. Obviously there is a contradiction between the service-political objective of komvux and the redistributive objective. But to a certain extent you can argue that the redistributive role of komvux will shrink in the future.

One main reason is that only app. 20 percent of the Swedish population in the age span 16-65 years has a maximum formal education of 9 years (1986). Ten years ago that figure was almost 3 times higher. During the period 1967-1987 komvux has had 1 million participants. Probably, to a greater extent in the future, you can expect that more well-educated participants will come to komvux before entering university or higher post-secondary education.

References

- Höghielm, R (1985).** Undervisning i Komvux. Ideal och verklighet i grundskolekurser. (**Instruction in Komvux. Ideals and Reality in Basic Level of Education.**) Malmö, Liber.
- Höghielm, R (1987).** Studerande i Komvux. En uppföljning 1980-85. Stockholm, HLS förlag. Rapport /87. (**Participants in Municipal Adult Education (Komvux). A follow-up 1980-85.**)
- Prop 1967:85** Angående vissa åtgärder inom vuxenutbildningens område. (**Certain Measures within Adult Education**)

**Prop 1970:35 Angående ökat stöd till vuxenutbildningen.
(Increased Support for Adult Education)**

**Prop 1975:23 Om vidgad vuxenutbildning samt studiestöd till
vuxna m.m. (About Expansion of Adult Education and
Study Assistance for Adults)**

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name KENNETH ABRAHAMSSON Phone number _____

Organization SWEDISH NATL BOARD OF EDUCATION; AD. ED. DIVISION

Street Address _____

City or Town _____ State or Province _____

Nation SWEDEN

2. Check whether this case is based on

(X) an actual program

() a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

CORPORATE CLASSROOMS - SOME SWEDISH EXPERIENCES

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

GOVERNMENT / ENTERPRISES

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description 1986

CORPORATE CLASSROOMS - SOME SWEDISH EXPERIENCES

by Kenneth Abrahamsson,
Research Secretary

Division of Adult Education
Swedish National Board of Education

November 1987

1. CORPORATE CLASSROOMS - A Challenging Concept

The term 'corporate classrooms' is used by Nell P. Eurich in the book bearing the same title (Corporate Classrooms - The Learning Business, published by the Carnegie Foundation for the Advancement of Teaching, 1985). There is no adequate Swedish translation of the term, and so we use other terms corresponding to words like 'personnel and in-company training'. The term 'company training school' is also used in Sweden, but only to a certain extent because basic vocational education is mostly the responsibility of the public school system (high schools, vocational high schools, municipal adult education facilities, training courses for the unemployed and institutions of higher education). The observations and results that Eurich arrives at are very interesting, but can only be partly applied to conditions in Sweden. In the first place we must establish the fact that there are great differences between American and Swedish university and college education. Almost all post-secondary education in Sweden is state-financed and regulated, while in the United States there is a broad spectrum of both public and private educational institutions of higher education. There are also no universities in Sweden that are owned and totally managed by large corporations, e.g. McDonald's Hamburger University. Within certain areas of business in Sweden, the term 'university' is used loosely, denoting courses given by certain companies, e.g. 'The S E Bank University'. However the curricula offered by these 'universities' cannot be directly compared with their counterparts in the United States.

An interesting parallel with Eurich's discussion is, on the other hand, the increased growth of personnel training since the end of the seventies. In the short period between the spring of 1986 and 1987, the number of courses and training programs offered by companies and institutions in both the

public and private sector has, according to a number of estimates, increased by about 15%. See page 9 and 10 for other figures and results.

2. New Conditions in Swedish Adult Education

In a historical aspect various popular movements in Sweden have played an active role, not only in the development of adult education in Sweden during the last century, but also as a platform for providing learning opportunities. Three examples illustrate this development, namely the establishment of folk high schools around 1860, the extramural tradition of the universities starting in the 1890's and the concept of study circles beginning at the turn of the century. This was the case until the middle of the sixties.

After that point there was a definite change in this development. The Swedish state initiated a series of educational reforms, such as municipal adult education and thereafter basic educational programs for adults. A new law concerning the right to leave-of-absence for studies and also new programs for adult study assistance came into effect during the seventies. Another important measure was the higher education reform in 1977 which was based on the idea of recurrent education and the importance of job experience and overall experience of life. Towards the end of the seventies the Swedish parliament decided to set an upper level for the costs of each sector of adult and higher education, thereby introducing the concept of "framework planning" so that state support could be allocated to different forms of education. There now seems to be a new development in the making where adult education has become more and more a concern of various market interests.

This new shift can be seen in three main ways. In the first place, AMU (Swedish Labor Market Training Programs) has been

placed under the control of a new authority, the AMU Board, as of Jan. 1, 1986. The board will probably act in part as sort of an 'educational broker' for labor market training (Govt. Bill 1984/85:59 and Sw. Code of Statutes 1985:833). In the second place, the Swedish parliament was positive to the bill (84/85:195) presented concerning commissioned or sponsored training programs, i.e. all educational institutions such as universities, high schools and other institutions at an upper secondary level, municipal adult education facilities, adult education associations and folk high schools would be able to sell single courses or multiple courses to various companies, organizations and government agencies. Lastly, one must mention the interest aroused by the Swedish renewal funds where companies with certain profits must allocate 10% of these profits to funds that in turn are used for research, development and adult education. At the time the bill (1984/85:86) stipulated that all companies with a 1985-based profit of more than 500,000 Swedish kronor had to contribute to these funds.

It must also be mentioned here that personnel and in-house types of training are becoming more and more common in Sweden. An interesting aspect is that the number of educational opportunities offered by employers are greater within the public sector than in the private sector. This is of course interesting to note, since the increasing interest shown in this type of education by the different parties on the labor market and also the fact that renewal funds have recently been instituted, might lead one to believe that in-house training and also personnel development are the result of initiatives within the private sector.

3. The Increasing Financial Insecurity of Adult Students

New types of adult education have also brought about changes in many adult students' financial and social situation as a

result of the fact that they have engaged in part-time or full-time studies. Special adult study assistance is here of great importance, but in fact only a small part of the total number of adult students make use of it since the amount of money available is limited. One must also mention that adult study assistance in Sweden does not and can not fully compensate for the loss of income due to the fact that an individual engages in studies. There are educational grants available to those taking part in vocational training courses for the unemployed. These do not have to be repaid. For other groups of adults there are other types of study assistance to be obtained, mainly in the form of loans, resulting of course in certain debts. There are those who finance their studies by working or by taking part in some other activity part-time and studying part-time. As far as commissioned training programs are concerned, it might be safe to assume that studies will take place during company time. Whether or not this is a valid assumption remains to be seen. Will some portion of the studies take place outside the working environment? It might be a good idea to gain a better insight into how the financing of studies takes place even for these programs.

4. Personnel Development and Curriculum Design - A Narrow Outlook or Broad Horizons?

There is an interesting challenge of a pedagogical nature when it comes to the use of renewal funds, even though they do not apply to all companies and lines of business. The challenge has to do with the fact that all measures of an educational nature that are undertaken are new measures. This means that it is not possible to use money allocated to renewal funds for some existing project or personnel training program. According to the original terms of agreement, renewal funds are meant to be used to improve an employee's capabilities of performing his or her work within the

company. In the same way there is a limited, but also challenging condition laid down for the use of sponsored training programs. The sponsored programs should serve as a complement to or augmentation of the general curriculum provided by various state-financed institutions of adult and higher education.

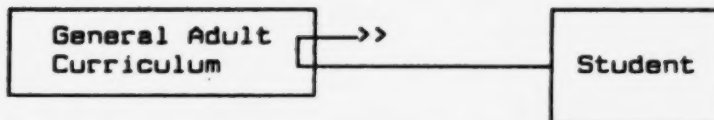
The two conditions stated above - together with the stipulation that "renewal programs" are to be used mainly for "priority groups", i.e. women, those with less than a normal basic education and also recently hired employees - point to the fact that there is a need for a systematic and well-founded strategy in order to meet future demands on adult education. It is also important that a constructive and reasonable dialogue be carried out between various companies, trade unions and also the different schools and educational organizations. In the end no one profits by everyone trying to "lay their hands on" as much as possible. A far-reaching assessment of needs must be followed by an analysis of how the company or organization can contribute itself and which areas are in need of external educational programs.

Several questions can be posed here: Is there any chance that available resources will be used more for short-term and purely vocational training than for general education and education for civic, political and community competence? Will there be a lack of balance between the curriculum offered in personnel development and vocational training and that offered in liberal arts and social studies? What will happen to subjects like Swedish, mathematics and foreign languages? Last, but not least: Which people will be able to take advantage of the new situation? What about those groups of people on the Swedish labor market who are given certain priorities, i.e. those without a basic education, women, immigrants and employees of small and medium-sized companies? Who bears the responsibility for individuals outside of the labor market, the unemployed, the handicapped and others who

are not part of the mainstream? It is interesting to observe that both basic skills and liberal education were taught in the corporate classrooms studied by Eurich.

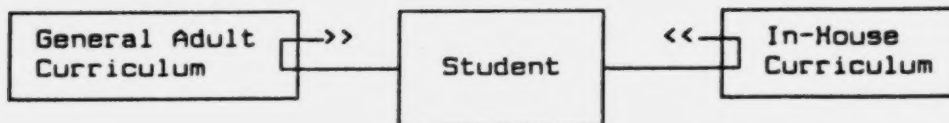
The Relationship Between School-Oriented and Work-Oriented Adult Education

Roughly speaking, we can differentiate between school-oriented and work-oriented adult education. What determines whether or not a certain program is to be defined as personnel training is whether or not it is partly or fully employer-subsidized. Therefore certain general courses within municipal adult education programs can be defined for some groups as being personnel training. However the relationship between general adult education and personnel training acquires new aspects as a result of new sponsored training programs. This relationship can be expressed schematically in several ways - such as models that in turn refer to an overall concept of cooperative education. One must try within this context to see how the various combinations can serve to support both active and productive vocational training.



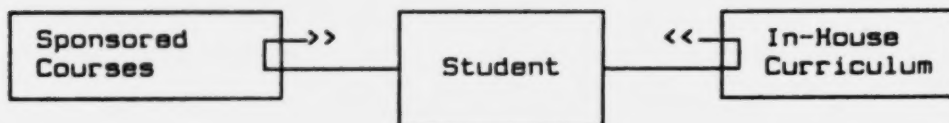
Model 1: Personnel Training as Part of a General Curriculum

An individual is recommended by his employer to take part in certain courses within a general adult curriculum. (This should take place on company time in order to be considered personnel training.)



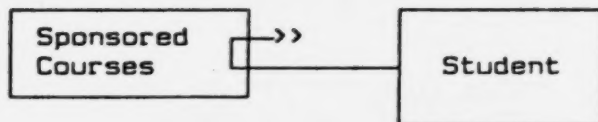
Model 2: Company-Oriented Program of Studies

Certain courses offered by adult education facilities are part of a company's own program of studies. (A company has developed its own model for interaction between general adult education, personnel training and vocational training.)



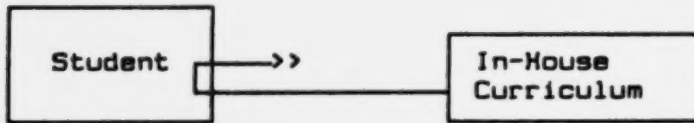
Model 3: Supplementary Sponsored Courses

A company purchases a supplementary program of studies as a complement to its own in-house training. (In this way the cost of education is passed on from the public to the private sector.)



Model 4: Specially Designed Sponsored Courses

A company purchases a specially designed curriculum, made for specific employee needs.



Model 5: In-House Personnel Training

A company does all personnel training on its own and with the help of other consultants.

The above-mentioned situations are a few of the different ways in which an individual can take part in adult education programs, i.e. through in-house training, through public adult education facilities or through various organizations or associations. The outlining of these situations poses at least two questions. The first question is how these new forms of contact and new networks will function as far as renewal funding is concerned.

The other question has to do with which aspects of vocational training are the most important in new study programs that are formed as a result of cooperation between various schools, organizations and companies. Sponsored study programs can undoubtedly act as a stimulus to research and development concerning teaching and teacher training, practical and theoretical exercises, course material and the use of technical equipment. Special attention should be directed towards interspersing theoretical exercises with practical on-the-job experience. Attention should also be paid to developing special assistance to adults with little or no experience in studying and those with a low measure of self-confidence. As far as a policy of ~~of~~ redistribution is concerned it is therefore important to ensure that these programs also benefit those who do not have good study habits and skills.

6. Half of Sweden's Population Take Courses

Almost one million individuals took part in some sort of personnel training during the spring of 1986. These studies were either fully paid for partly paid for by the various employers. Here we see a form of education that is both widespread, comprehensive and extensive.

The number of adults taking part in courses for the space of one year should lie somewhere within the above interval. This means a total of 45-59 % for all of Sweden. Half of the population takes part in some form of organized study program each year. As can be seen, this is achieved in many different ways, from purely elective courses to programs of study that are vitally necessary to an individual for some reason or another. The length and content of the studies vary also from one-day courses to full-time university studies.

Table 1 shows the number of people employed in Sweden during the spring of 1986, their educational background and the percentage of each level that took part in some sort of personnel training.

Table 1: •

Number of individuals employed in 1986, their previous education and percentage taking part in personnel training.

Educational Background	Number of Individuals	% of Total	% Involved in Personnel Training
Less than 9 yrs.	918,800	21	12
9 yrs.	582,100	13	15
2 yr. High School	1,320,500	30	20
3-4 yr. High School	608,100	14	27
Post-secondary Education	863,100	20	37
Total:	4,355,000	100	22 (avg.)

* The above table does not show those reporting some other background or where some detail has been omitted.

Those who had the least education accounted for the lowest percentage of adults taking part in personnel training. The lowest figures (12%) were for those with a previous education of less than 9 years.

In all of Sweden there were 516,000 men and 454,000 women that took part in studies which were subsidized by their employer in some way. These figures represent 23% of all employed men and 22% of all employed women. There is of course a lower rate of personnel training for part-time employed and the rate tends to decrease 45 years of age.

7. How Do Renewal Funds Compare to Normal Personnel Training?

The aim of the survey was to ascertain how many individuals took part in personnel or in-house training before the advent of renewal funds. Those approximately 1 million individuals who received financial support from their employers for the purpose of studying were distributed in the following manner according to the extent of the various courses:

Extent of Course of Course	Number of Individuals	Proportionate Number of Women
1-2 days	383,700	207,700
3-5 days	323,700	132,700
1 week - 1 month	187,600	76,400
1 month or longer	74,400	36,800

No questions were asked in the survey about different costs, but given a few suppositions about decline in production and "teacher resources", for example, we can arrive at an approximate assessment of what all personnel training cost as a whole. Expressed in figures for the space of 1 year, the total cost of all personnel training ought to be about 11-15 billion Swedish kronor.

More money then became available for personnel training starting in the autumn of 1986 as a result of new renewal funds which the Swedish parliament had approved at an earlier stage. Renewal funds are tied-up and restricted for 5 years if labor negotiations at a local level, including right of veto for the labor union, do not result in use of the funds at an earlier stage. The total amount accumulated by renewal funds from all companies (about 6000) was almost 5,2 billion Swedish kronor.

At the turn of the year applications for a total of 1,8 billion Swedish kronor had been approved. About 40% of this total was money for purposes of personnel training. If these circumstances continue to prevail, renewal funds will contribute about 2 billion kronor to personnel training over a five year period. This can be compared to the sum of 60 billion kronor (5 x 11-15) which companies already allocate. The effects of the renewal funds are totally dependent on what they are used for - i.e. compensation for decline in production on the one hand or personnel training on the other. Thus renewal funds can only be seen as a supplement or a complement to the already extensive and varying personnel training resources to be drawn upon. At the same time as personnel training is one of the most vital and expanding forms of adult education today, it is also the least studied and appraised.

NOTES

1. Nell P. Eurich, "Corporate Classrooms," The Carnegie Foundation for the Advancement of Teaching, 1985.
2. See K. Abrahamsson, "Uxnenutbildningens nya uppdrag. Om uppdragsutbildning och förnyelsefonder. The New Task of Adult Education. On commissioned adult education and renewal funds." (In Swedish only) Forum U 1987/5
3. I am grateful to Mr. Sven Sundin, Statistics Sweden, for helping me with material in sections 6 and 7.

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name PER OLOF THÅNG Phone number _____

Organization UNIV. OF GOTHENBURG; DEPT OF EDUCATION & ED. RESEARCH

Street Address _____

City or Town _____ State or Province _____

Nation SWEDEN

2. Check whether this case is based on

() an actual program

() a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

LABOR MARKET TRAINING IN SWEDEN

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

NATL LABOR MARKET BOARD, TRADE UNIONS, COMPANIES

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description 1965- 1980's

Per Olof Thöng
Department of Education and Educational Research
University of Gothenburg

LABOUR MARKET TRAINING IN SWEDEN

Labour market training (shortened LMT) is one of the main instruments of the Swedish employment policy. The training has to meet the need of prospective employers. LMT is at the same time a part of the Swedish adult educational system. But it differs from the training offered by other adult educational associations in an essential respect: the students are unemployed or risk becoming so. In other words, LMT has a twofold purpose - to ensure that industry has an adequate supply of trained labour, and to make it easier for the unemployed to acquire a job by giving them vocational training. In this latter respect LMT has also been important in remedying social inequalities in access to training; this was particularly stressed during the seventies.

There are different kinds of LMT. However, there are two main forms:

* Vocational education and training at the National Labour Markets Board's special training centres, which will be referred to as AMU-centres from their initials in Swedish. At present there are somewhat more than fifty AMU-centres in Sweden. At the AMU-centres short vocational courses are offered in the main, as well as preparatory courses (general course; the main subjects are Swedish, English, mathematics, social studies and nature studies). The training within the centres varies from few week to a couple of years. As an average (1983/84) the duration of actually passed training was 17 weeks. The conditions that must be fulfilled to enter an AMU-centre, except unemployment or the risk of unemployment (or in other respects have a weak position on the labour market), is a limit of twenty years of age (subject to certain conditions it is also open to those aged 18-19). To a limit extent there are also courses open for those employed, i.e. courses

for more qualified tasks to avoid disturbances caused by inadequate vocational qualifications among the employees. Most applicants to the training courses are unemployed. Training for occupations within the manufacturing industry and building construction industry represents 50 per cent of occupational training. Office work, like secretaries and typists, is another common type of training. This is the kind of training considered in this article.

* Occupational training or short courses organized by industry for its employees and financed by a Labour market Board grant. A great deal of the labour market training is done within companies and is organised jointly by the National Labour Market Board, the company and the trade unions.

One type of in-service training is training for more qualified tasks to *avoid disturbances in the production caused by inadequate vocational* qualifications among the employees. Another type of in-service training is training for employees who otherwise be laid off or redundant. There are also some other types of in-service training.

Labour market training can also be carried out in other types of school, i.e. municipal adult education or folk high school. A decade ago this was not uncommon, but has in the eighties become more unusual. LMT is now increasingly restricted to vocational training and the Labour Market Board does not often give financial grants for general courses.

Setting

The history of LMT goes back to the time of World War II. During this period its expansion was not so extensive. Since 1960, however, it has expanded tremendously. In the middle of the sixties most blue-collar workers were educated and trained to another occupation than before. In the end of the sixties it became more common with re-training of white-collar workers. In the middle of the seventies LMT was focusing the problem of making it easier for housewives to re-enter and disabled to enter the labour market.

Goals

The primary goal is to increase the mobility of the labour force and

to help to give a permanent job to those trained. LMT has a two-fold purpose: to make it easier for unemployed to acquire a job by giving them vocational education and training, and to ensure that industry has access to trained labour. LMT is also a very important part of the public unemployment policy in Sweden, i. e. to remedy social inequalities regarding access to training. This was especially stressed during the seventies.

LMT has not only to give help with retraining problems arising from changes in the economic structure, but also to anticipate such changes and to take prior action to try to prevent redundancies.

In Govt. Bill 1975:45 concerning guidelines for labour market training, it is observed that this training has objectives which are connected with stabilisation policy, distributive policy and growth policy. This labour market training is required to contribute towards the achievement of *greater equality between various groups in society by supporting those who are at the greatest disadvantage in the employment sector.*

Furthermore, it is required to promote economic growth by meeting demand for skilled labour. The Minister introducing the Bill stressed that the distributive function of labour market policy had been placed in the foreground.

The students

Most people who are accepted for LMT have a short formal education and have been working in semi-skilled occupations. The development of LMT from 1965 to 1985 are outlined in the diagram 1.

Diagram 1.

The diagram shows the average number of students receiving LMT during different periods. The continuous line shows the total number of individuals in different types of LMT and the dotted line shows the number educated and trained at the AMU-centres. Every year approximately 80,000 individuals, are trained at one of the centres. The labour market in Sweden consists of approximately 4,4 million adults.

Diagram 1

~~1965-1983~~ Genomsnittligt antal personer i arbetsmarknadsutbildning 1965-1983. Heldragen linje anger antal personer totalt och streckad linje därav antal personer i SÖ's AMU-kurser.

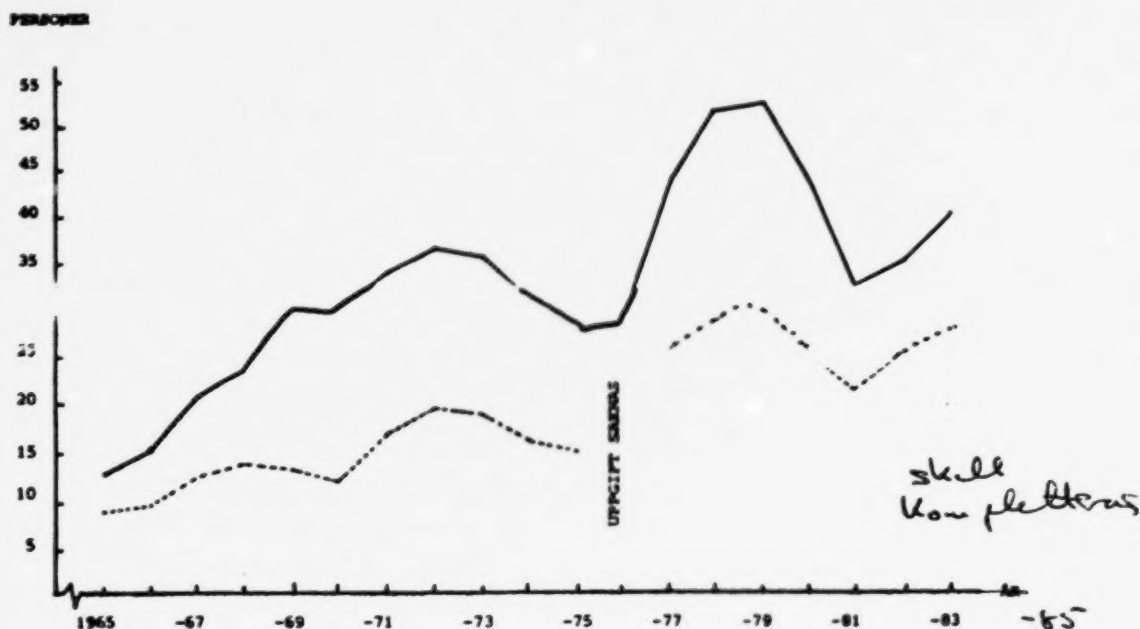


Table 1.

YEAR 1985	MEN		WOMEN	
	All	Of those work- ing full-time	All	Of those work- ing full-time
Proportion in per cent of inhabitants, age 20-64, in labour force	90	95	83	56
Proportion of the labour in per cent, age 20-64, unemployed	2.7	---	2.8	---

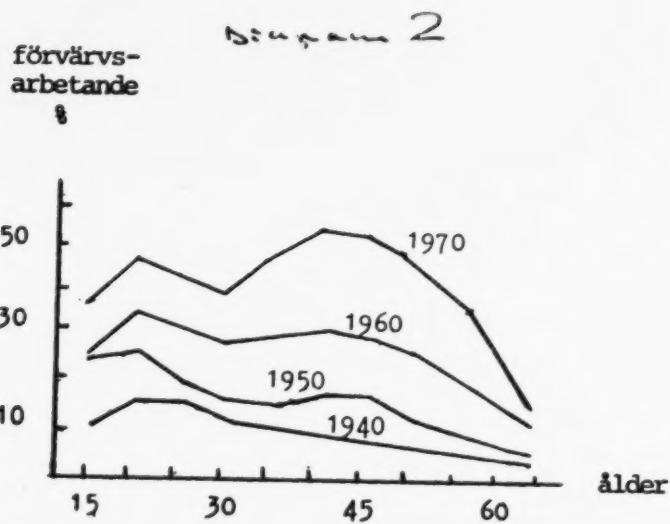
Statistics Sweden, Stockholm 1986.

The number of participants in LMT fluctuate depending on the trend of the economical situation in the country, but also depending on the season. More participants are trained during winter compared to summer.

During the sixties there was an increasing labour immigration to Sweden. Due to vocational training of a large number of immigrants, LMT has, besides the labour market policy, become an important ingredient of immigrational policy.

During the first half of eighties, more than 20 per cent of all the trainees at the AMU-centres have been immigrants.

The intensity of labour among the Swedish women is today of greater capacity than in any other European country. The intensity of paid jobs among women has augmented greatly in Sweden during the whole post-war period. The intensity of paid jobs ("among married women") is shown for the years of 1940, 1950, 1960 and 1970 in diagram 2. on following page.



Källa: Information i prognosfrågor, 1965:3
samt Jonung, 1977, s 282.

Intensity of paid jobs among married
women

There are about 400 syllabuses. Most of them aim at vocational training of varying contents and width, from about one week to one year and a half. More extensive training may be preceded by a preparatory course during two to six months.

During the preparatory part of the vocational education, the participants' experiences are discussed. The question is what AMU means by the participants' experiences. Two significations are given to the concept of experience. On one hand the teacher should have knowledge of what the participants understand about the subject content and what skills they possess. On the other hand, which is a more obscure signification, the teacher should look upon the participants' earlier experiences as a "resource" in the training programme.

At AMU, as in all other forms of education, there is a great difficulty in taking systematically each participant's life and job experiences into consideration. Too heterogenius study groups (in respect to job experience, native language, formal education, previous knowledge, study skill, motivation etc.), as is the case at AMU, create difficulties for the teachers. The greater the difference between the participants the more difficult it is for the teacher to adopt the training of each single participant, that is to function as a supervisor or a group leader.

Benefits

There has been a rather severe criticism of LMT in Sweden during a long time. The critics has argued to that LMT hasn't been flexible enough to meet changing demands of the labour market. People have been trained in areas where there is little need and not in the expanding areas.

Continuous evaluation once a year, done by the National Labour Market Board, however, give a somewhat different picture. Approximately 70-75 per cent of the participants, two years after finishing LMT, have an employment. However, some of them (about 20-25%) are employed in another profession than educated and trained for. Placement rates after LMT have practically been the same among men and women. A conclusion drawn by Swedish labour market authorities, is that LMT has quite positive employment effects. The primary goal, to help people to get a job, must be judged as successful. A negative point of fact is that too

The development which is shown in diagram 2 has continued in the same way during the seventies and eighties. It is evident from table 1 that eighty-three per cent of all women of 20 to 64 years of age were part of the labour force in 1985. In parallel with this development the number of women in the LMT is also augmenting gradually. Women are one of the target groups; especially new entrants into the labour market. The percentage of women in LMT has been decreasing the last years (1979 50 per cent of the participants were women). This is an adaption to labour market. The public sector does not expand as much as during the seventies. This has caused falling placement rates in female occupations within office work. Today approximately 40 per cent of LMT are women. During chiefly the seventies and in the beginning of the eighties LMT played an important part when the house-wives who had worked at home a few years during their childrens infancy, wanted to re-enter the labour market.

..... and training at AMU-centres

A consequence of the traineer's close relationship to unemployment and to the need of labour market, a unique admission is applied. Participants start and finish their training continuously. The educational and training system within AMU-centres is usually named individualized instruction. This signifies that the education and training largely is adapted to each participant by means of the teaching material, which is adjusted in various degrees to self-tuition. The participants can study the teaching material, keeping within certain limits, in their own pace. The teacher is a tutor rather than an educator in the traditional meaning. The tutor does not only have exams with the participants and check that they have profited from the training, they are also at the participants' disposal when these meet with difficulties and problems. In the official picture of the centres. The tutorship should be a cooperation where all participants learn from each other and where the traditional teacher-student characteristics are avoided.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name LARS ARVIDSSON Phone number _____

Organization UNIVERSITY OF LINKOPING

Street Address _____

City or Town LINKOPING State or Province _____

Nation SWEDEN

2. Check whether this case is based on

() an actual program

() a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

POPULAR EDUCATION IN SWEDEN

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). CITIZEN

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description _____

POPULAR EDUCATION IN SWEDEN

There are different ways to look at popular education in Sweden. Mainly there are three ways, namely: "popular version of science, free and voluntary education and self education".

Popular version of science

A meaning of the concept "popular version of science" is to distribute results from the universities' research activities to major groups in society. Powers within universities considered that as an important task. This opinion was formulated at the end of the 19th century. (see e.g. professor Harald Hjärne, 1892).

Free and voluntary education

The expression "free and voluntary education" was established during the 1910's. The focus was on who takes the initiative. "Free" is related to the fact that the education is independent of the state and the authorities. Mainly the big people's movements stand for this interpretation. A formulation by the "study circle's father", Oscar Olsson 1902 highlights that point of view:

"....that the educational work emerges from the working class itself is a further guarantee that they will succeed, because it is rather obvious that if something more permanent will come from this class, it must be done through it, they must solve their own tasks-nobody else can do it" (Olsson, 1902)

Self education

Another expression for popular education is "self-education". Contrary to the state's education of the people (via public youth education), self-education means that the people will seek for their knowledge themselves. Within early popular education one also meant that the

educational activities were a sign of desire for a "cultural atmosphere".
(see Olsson 1918)

DIFFERENT WAYS TO ORGANIZE POPULAR EDUCATION A HISTORICAL OVERVIEW

Journals and libraries

the early attempts to educate the people was through different journals. After models from England different societies were founded in the 1830's with the objectives to :

".....keep law and order in society and raise the peasants' general level of knowledge both materially and spiritually".
(Sörbom, 1972, p11)

The swedish universities, however, have taken a low profile in these circumstances - contrary to the british.

Early libraries were regarded as the most efficient way to fulfill the idea of self-education. This was a movement which became strong in the beginning of the 20th century. The inspiration of this movement came from USA and England. A special branch of it was the "mobile libraries". The initiative of these were popular educational organizations.

Folk High Schools

A private initiative of great importance was when the first folk (high) schools were started in the 1860's in the southern part of Sweden. In the initial phase they primarily recruited students from the agricultural population. In the middle of the 19th century the local communities had become more independent from the state which caused a demand to raise the farmers' educational level to make possible for them to engage themselves in the political life but also to raise their knowledge in new farming techniques. Because of that the 75 first years of swedish folk schools were characterized by providing both general education and practical professional training in farming techniques .

Later on several people's movements (such as temperance-, free church-, and labor¹movements) founded their own schools to satisfy the members' different educational needs. That can also be seen as an example of the big flexibilities of swedish folk schools.

A contributing explanation to the flexibility seems to be that each folk high school has been founded to respond to a explicit need, which could have been local, regional or national. During the 1940's the folk schools were regarded as a possibility for "higher education shaped by the need of the countryside". (see SOU 1928:13, p VI).

In spite of financial support from the state, the folk high schools have kept an independent position concerning the educational content and pedagogical methods, compared to the rest of the established educational institutions. Even if the folk schools are a limited part of swedish adult education, they have been a considerable increase in volume. Following table 1 gives a concrete indication:

Table 1. Number of participants in longer folk school courses.

Year	Number of schools	Participants
1900	29	1010
1918	50	1756
1958	92	9000
1983	122	15000

1987 the number of schools have increased to 127. Except for the longer courses (minimum 30 weeks) folk schools annually provide 10 000 "short courses (minimum 2 days and maximum 14 weeks) with about 200 000 participants.

One example on the importance of swedish folk schools from a political democratic viewpoint Erickson gives in his research on swedish politicians' background in 1961. He found that 66% of all members of the parliament had self education as an important base for their political activities. Education from folk schools was the major source for their self education. Among the social democrats 79 % had that background and 87 % among the agriculturals. Only 6% of the mp:s had a judicial exam. -At the same time, more than 50% of the members in the United State's Congress were lawyers, or had a judicial exam. In 1961 had 7 of the 15 members of the Swedish Government self education as an educational background. (Erickson, 1980).

Distinct relationships also existed between the folk schools and the workers' institutes which were started during the 1880s, inspired by Ruskin College in England. People interested in educational questions

regarded the workers' institutes as an improvement of the folk high school idea.

Also the workers' institutes were started on private initiative. An interesting detail is that these institutes got their first subsidy from the state because of activities in the Swedish Parliament by one of the folk high schools founders. (Paulstone, 1980, 1972).

STUDY CIRCLES

Origin and content

Finally the study circle became - in collaboration with libraries and lectures at the beginning of this century - a more or less organized "version" of self education. The study circle has been the most spread form of popular education in Sweden.

During the century's first years the study circle activities were closely connected to the three major people's movements, i.e. labor movement, free church movement, and temperance movement. These can be characterized, by using Wallace's terminology, as "cultural revitalization movements, defined as a deliberate, organized, conscious effort by members of a society to construct a more satisfying culture." (Wallace 1956). - Paulstone has also applied the cultural revitalization theory on educational changes and means that revitalization movements have a fundamental role in these circumstances. Their members need increasing knowledge to cooperate in fulfilling the movement's objectives. - Mainly there are two ways to act:

- Demand changes in general educational systems
- Build their own educational system

The Swedish people's movements used a combination of these two alternatives. Both folk schools and study circles can be regarded in that perspective.

Like the folk high school, the study circle was a tool to strengthen democracy and own sub culture. A rather instrumental view on knowledge emerged. (Åkerstedt 1967, Arvidsson 1985). Knowledge got a value if - and only if - it could contribute to the purpose of the movement, and strengthen the "power" of the sub culture. Consequently, in the beginning of this century

there was a concentration on subjects which could be of use for the movement such as "negotiating technique, organization knowledge, national economics". Foreign languages had e.g. a low status in the labor movement during the 1930's.

In a longer perspective -from the 1910's to the 1980's- you can see a change from fundamental "movements subjects" to leisure time activities and "hobby subjects". One explanation is that the tension between the dominant society's culture and the movements' sub cultures has decreased. Other reasons are that the working time has been reduced and that the economical standard has increased in the country which has facilitated leisure time activities.

An exception from this trend can be found in the labor movement's educational activities during the 1970's. When the social democrats lost the political power in the middle of the 1970's a certain radicalism could be noticed and an increase of "movement subjects such as economics, enterprise democratization and other trade union questions. (Arvidson, 1985)

From a methodological point of view the study circle was a part of a bigger wholeness, where the library was the center. The study circle emerged as a more democratic way to organize library activities. It gave the participants more influence on getting new books and other parts of the library's activities. Because complete freedom characterized its activities a number of combinations were possible. - Naturally the characteristic of the study circle activities changed over time. One explanation was when the state started to subsidize the study circle activities.

Development of the state's subsidies.

The first state subsidies were introduced in 1912, when economical support was provided for study circle libraries. However, the biggest principal changes came after the second world war, when new more generous principles were introduced in 1947. It was a result of many general state committees which analysed the whole public educational system in Sweden.

The committees suggested that the people's movements should be obliged to take a direct responsibility for short educated adults even "outside" the movements. One thought it unreasonable that the state would only provide financially support for educational activities within the

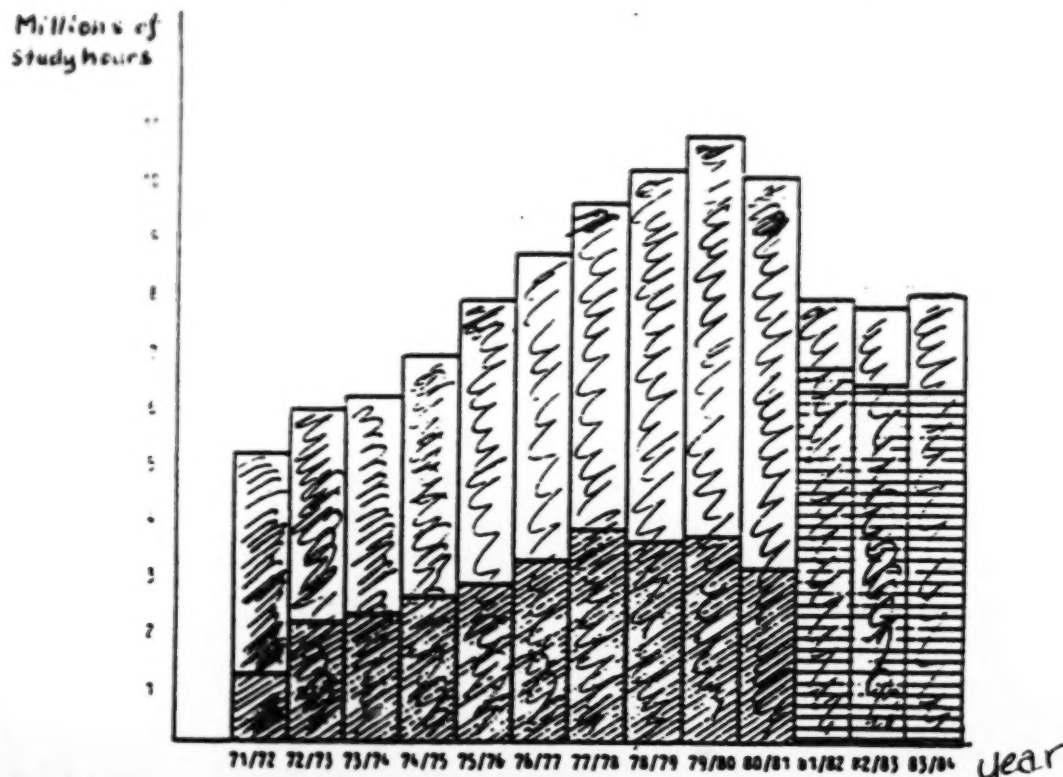
movements.

Another change was salary subsidies for study circle leaders and certain administrative support. When these changes were passed in the Parliament a number of new study circle organizations were founded. - For the moment there are 11 recognized study circle organizations (1986):

- The Workers Educational Association (ABF)
- The Free Churches' Study Association (FS)
- The Folk University (FU)
- The Educational Association of the VWCA (KFUK/KFUM)
- The Citizens' Adult Educational Association (Medborgerskolen)
- The Temperance Movements' Educational Association (NBV)
- The Educational Association of the Church of Sweden (SKS)
- The Association for Promotion of Adult Education (Sfr)
- The Adult Schools' Educational Association (SV)
- The Salaried Employees' Educational Association (TBV)
- The Adult Education Association of the Swedish Sports Movement (SISU)

The improved economical conditions stimulated a considerable increase of number of study circles, starting in the beginning of the 1950's. Following figure gives an idea of the increase rate during a period of 10 years:

Figure 1. Study circles activities 1971/72 - 1983/84.



The decrease which can be noticed in the beginning of the 1980's has a connection with the government's restriction of the activities. In 1981 new economical rules were introduced with the purpose to cut the activities.

The number of study circles were in 1984/85 close to 290 000 and had 2,5 millions of participants. Approximately there were 1 million participating individuals - an interesting figure when considering that the adult population in Sweden is around 5.5 millions.

Methodological consequences of changed state subsidies.

The increased state subsidies eventually caused changes in the study circles' methodological work. The study circle became an independent, isolated method for adult education, which made it natural to start talking about "the methodology of the study circle" as a comprehensive concept - something which was quite foreign for those who had started it all.

The excessive economical reform from 1947 speeded up a change towards a greater independence for the study circle organizations. Over time they got a character of increasingly loose groups - with only studies as an objective - which disappear when finished. Referring to Verner such groups put a greater responsibility on their leaders than more permanent groups, where the studies only are one motive to keep the group together (Verner, 1975). - The new economical subsidy also underlined the instructor's/study circle leader's central function, because of the special support for salaries.

CONCLUDING REMARKS

In this presentation the people's movements have been given an important role for the content and the direction of popular education. As a result of the people's movements' activities they have reached many of their objectives. On the same time the view of knowledge has changed both within folk high schools and study circle organizations, from less "profiled" knowledge towards a more general view on knowledge. The knowledge gets its own value on the same time as popular education becomes "institutionalized". The programs for the folk schools and the different study circle organizations are not only determined by the organizations' own needs but also by the conditions for the "general educational market". Nowadays they both turn towards a certain people's movement and towards a public sector, where they compete with other forms of adult educational providers.

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A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF
EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

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Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

- A. Purposes of project: to prepare a report that will enable adult educators around the world:
 1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
 2. understand ways in which such programs function in the society in which they occur.
 3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.
- B. The basic method of the project is in two parts, descriptive and analytic.
 1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
 2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
 - a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
 - b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
 3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
 4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that function under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

- A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.
- B. Outcomes
 - 1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
 - 2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).
- C. Process
 - 1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
 - 2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
 4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).
- D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
 2. Needs (indication that a problem or educational need existed that the program should address)
 3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
 4. Content (major subject matter fields)
 5. Finances (money and in-kind support from any source)
 To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
 6. Facilities, equipment, materials
 7. Other (including feedback regarding outcomes that influence inputs and process)
- E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.
- F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
 2. Negative influences that hinder or make it difficult for the program to be effective.
- G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.